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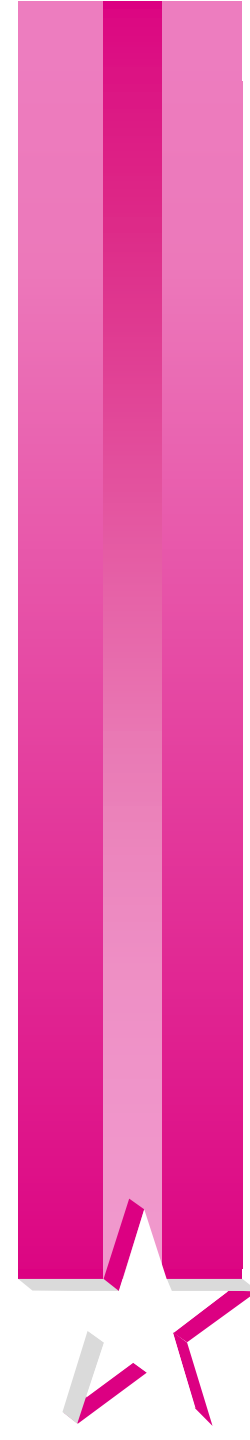
TEACHER ASSISTANCE TEAMS

- ☞ Promote creative and proactive problem solving skills.
- ☞ Provide assistance to staff in developing alternative interventions.
- ☞ Lead to successful resolution of student academic and behavioral problems.
- ☞ Promote orientation toward prevention and early intervention.

LEAST RESTRICTIVE ENVIRONMENT

- ☞ Each public agency shall ensure that to the *maximum extent appropriate*, children with disabilities . . . are educated with children who are nondisabled

L R E

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- ☞ and that removal from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes *with the use of supplementary aids and services* cannot be achieved satisfactorily.

CONTINUUM OF SERVICES

- ☞ Each public agency shall ensure that a continuum of alternative services is available to student with disabilities, and



CONTINUUM OF SERVICES

- ☞ The continuum must include instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions, and



CONTINUUM OF SERVICES

- ✎ make provision for supplementary services to be provided in conjunction with regular class placement.

SPECIAL ASSURANCES

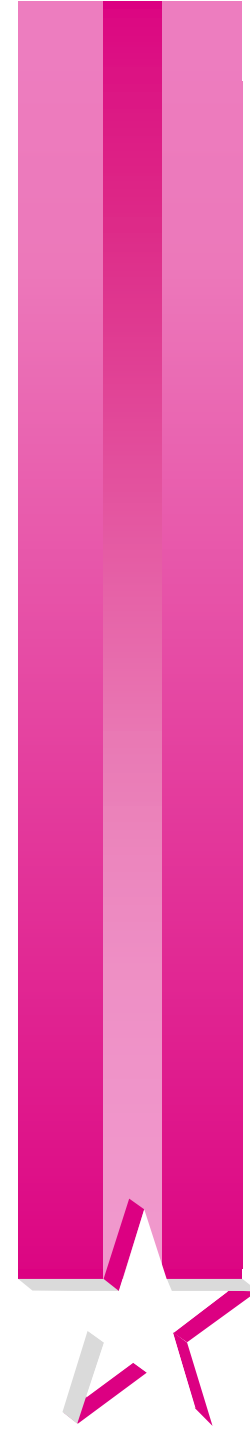
- ✎ Each public agency shall ensure that . . .
The educational placement of each child with a disability is
 - 🕒 Determined annually
 - 🕒 Based upon the IEP, and
 - 🕒 Is as close as possible to the child's home.

SPECIAL ASSURANCES


- ☞ Each public agency shall ensure that unless the IEP of the child with a disability requires some other arrangement, the child is educated in the school that he or she would attend is not disabled.
- ☞ The overriding rule is that placement decisions must be made on an *individual* basis.

THE GOVERNING BOARD

✎ shall to the extent appropriate,
educate children with
disabilities in the regular
education classes.

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- ❏ Special classes, separate schooling or other removal of children with disabilities from the regular educational environment shall occur only if, and to the extent that, the nature or severity of the disability is such that education in regular classes, even with the use of supplementary aids and services, cannot be accomplished satisfactorily.

SPECIAL EDUCATION



means the adjustment of environmental factors, modifications of the course of study and adaptation of teaching methods, materials and techniques to provide educationally for those children who are gifted or disabled to such an extent that they need special education in order to receive educational benefit.

RELATED SERVICES

- ☞ Those supportive services that are required to assist a child with a disability who is eligible to receive special education services in order for the child to benefit from special education

BELIEFS

- ✎ Responsibility for resolution of student problems is shared among school staff.
- ✎ Pooling talents to resolve problems results in more powerful interventions.
- ✎ Structures need to be developed to foster collaborative problem solving.
- ✎ Respect and mutual trust are important.

The IEP NEEDS TO DESCRIBE

- ✎ the child's access to, and participation in, instruction and activities of the total school environment,
- ✎ the services and program modifications needed for the child to interact with nondisabled peers, and
- ✎ the special education and related services needed for the child to benefit from instruction.